

## Crosswalk Directions:

### 1997 MLR to 2007 MLR

1. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which the standard or performance indicator of the 1997 MLR can be found in the 2007 MLR. If you indicate that the standard or performance indicator is partially found, please explain in the cell of the spreadsheet. If you answer "no", please respond only to question 6, 8, and 9.
2. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which the concept/idea of the 1997 MLR standard or performance indicator can be found in the 2007 MLR. If you indicate that the idea/concept is partially found, please explain in the cell of the spreadsheet.
3. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which whether the wording of the 1997 MLR can be found in the 2007 MLR. If you indicate that the wording is partially found, please explain in the cell of the spreadsheet.
4. Indicate where the standard or performance indicator of the 1997 MLR can be found in the standards, performance indicators and/or appropriate descriptors of the 2007 MLR. For example, one might indicate A (standard A), A1 (standard A, performance indicator 1), A1a (standard A, performance indicator 1, descriptor a), A1a, b, and e (standard A, performance indicator 1, descriptors a, b, and e).
5. Indicate with a Y (yes) or an N (no) whether the performance indicator of the 1997 MLR is be found at the same grade span in the 2007 MLR. If "no", indicate the grade span or grade level where the performance indicator is found in the 2007 MLR. As an example, a performance indicator found in 5-8 in the 1997 should be considered to be at a different grade span if it is found at 6-8 in the 2007 MLR.
6. Indicate with a 1, 2, 3, 4, 5 or 6 the level of Bloom's Taxonomy that best represents the cognitive demand of the 1997 MLR. Where more than one level of cognitive demand is indicated please use more that one designation. Please use the attached copy of Bloom to guide your decision about the cognitive demand.
7. Indicate with a 1, 2, 3, 4, 5 or 6 the level of Bloom's Taxonomy that best represents the cognitive demand of the 2007 MLR. Where more than one level of cognitive demand is indicated please use more that one designation. Please use the attached copy of Bloom to guide your decision about the cognitive demand.

| <b>Social Studies<br/>CROSSWALK:<br/>1997 MLR to 2007 MLR</b>   | CONTINUITY                    |   |                          | WHERE is it found?<br>(Standard, PI, Descriptor) | Is it at the same grade span or grade level? | At what level of Bloom's taxonomy is the COGNITIVE DEMAND in the 1997 MLR? | At what level of Bloom's taxonomy is the COGNITIVE DEMAND in the 2007 MLR? |
|---|-------------------------------|---|--------------------------|--|--|--|--|
|   | Is it in the 2007 standards?  | Is the CONCEPT /IDEA the same?                            | Is the WORDING the same? |  |  |  |  |
| <b><u>CIVICS AND GOVERNMENT</u></b>   |                               |   |                          |  |  |  |  |
| Students will learn the constitutional principles and the democratic foundations of national, state, and local systems and institutions. Further, students will learn how to exercise the rights and responsibilities of participation in civic life and to analyze and evaluate public policies. This understanding entails insight into political power, how it is distributed and expressed, the types and purposes of governments, and their relationships with the governed. Political relationships among the United States and other nations are also included in this content area. |                               |   |                          |  |  |  |  |
| <b>A. RIGHTS, RESPONSIBILITIES, AND PARTICIPATION</b>   |                               |   |                          |  |  |  |  |
| Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation. Students will be able to:   | P EMPLOY SKILLS IS COVERED A2 | Y   | N                        | B2   |  |  |  |
| ELEMENTARY GRADES Pre-K-2   |                               |   |                          |  |  |  |  |
| 1. Identify and practice classroom rights and responsibilities.   | Y                             | Y   | N                        | B2a (PK-2)                                       | Y  | 2  | 2  |
| ELEMENTARY GRADES 3-4   |                               |   |                          |  |  |  |  |
| 1. Identify important individual rights (e.g., freedom of religion, speech, ownership of property).   | P                             | P 2007 MORE GENERAL RIGHTS (BILL OF RIGHTS)               | N                        | B2a,b (3-5)                                      | Y  | 2  | 2  |
| 2. Explain why certain responsibilities of democratic society are important.  | P                             | P 2007 ASKS TO GIVE EXAMPLES RATHER THAN JUDGE IMPORTANCE | N                        | B2a (6-8)  | N  | 2  | 2  |
| 3. Identify the functions of government at school, locally, and at the state level.   | N                             |   |                          |  |  | 1  |  |

|  |  |   |  |           |   |   |   |
|--|--|---|--|-----------|---|---|---|
| <b>MIDDLE GRADES 5-8</b>   |  |   |  |           |   |   |   |
| 1. Identify the characteristics of an effective citizen.   | N  |   |  |           |   | 1 |   |
| 2. Evaluate and defend positions on current issues regarding individual rights and judicial protection.  | N  |   |  |           |   | 6 |   |
| 3. Describe and analyze the process by which a proposed law is adopted, including the role of governmental and non-governmental influences.  | Y  | Y | P 2007 DOES NOT ASK TO ANALYZE   | B1d (3-5) | N | 4 | 2 |
| 4. Identify ways in which citizens in a pluralistic society manage differences of opinion on public policy issues.   | N  |   |  |           |   | 1 |   |
| 5. Explain the functions of and relationships among local, state, and national governments.  | N  |   |  |           |   | 2 |   |
| <b>SECONDARY GRADES</b>  |  |   |  |           |   |   |   |
| 1. Develop and defend a position on a public policy issue within our democracy.  | N  |   |  |           |   | 6 |   |
| 2. Assess the reasons why participation of an attentive, knowledgeable, and competent citizenry is important to constitutional democracy, using examples from personal or historical experience. | P 2007 ASKS TO EVALUATE HOW                      | Y | P 2007 DOES NOT ASK FOR HISTORICAL EXAMPLES  | B2e       | Y | 4 | 6 |
| 3. Describe the circumstances under which civil disobedience might be justified.   | P 2007 INCLUDES MORE WAYS TO INFLUENCE THE GOV'T | P | N  | B2d (6-8) | N | 2 | 4 |
| 4. Demonstrate an understanding of the processes of voter registration and voter participation.  | N  |   |  |           |   |   | 3 |
| <b>B. PURPOSE AND TYPES OF GOVERNMENT</b>  |  |   |  |           |   |   |   |
| <b>Students will understand the types and purposes of governments, their evolution, and their relationships with the governed. Students will be able to:</b>                                     | Y  | Y | P ELEMENTS OF THIS ARE IN BOTH B1 AND B2   | B1, B2    |   |   |   |
| <b>ELEMENTARY GRADES Pre-K-2</b>   |  |   |  |           |   |   |   |
| 1. Understand that all nations have government.  | N  |   |  |           |   |   | 2 |
| <b>ELEMENTARY GRADES 3-4</b>   |  |   |  |           |   |   |   |
| 1. Describe why we need governments (e.g., law and order, defense, roads, schools).  | N  |   |  |           |   |   | 2 |
| 2. Describe the basic structure of local and state governments.  | Y  | Y | P 2007 ASKS FOR MORE SPECIFIC STRUCTURES INCLUDING LEGISLATIVE, EXECUTIVE AND JUDICIAL | B1c       | Y | 2 | 2 |

|   |   |   |  |          |   |   |   |
|---|---|---|--|----------|---|---|---|
| MIDDLE GRADES 5-8   |   |   |  |          |   |   |   |
| 1. Compare leadership and civil rights in our democracy to their status under an authoritarian type government.   | Y | Y   | P 2007 DOES NOT LIMIT TO AUTHORITARIAN GOV'T | B1f      | Y | 4 | 4 |
| 2. Compare and contrast the structures of local, state, and national government.  | N |   |  |          |   | 4 |   |
| 3. Contrast the roles of local, state, and national governments by investigating, evaluating, and debating a current civic issue.   | N |   |  |          |   | 4 |   |
| 4. Identify key representatives in legislative branches and the heads of executive and judicial branches in Maine and in the United States government.  | N |   |  |          |   | 2 |   |
| 5. Assess competing ideas about the purposes government should serve (e.g., individual rights versus collective rights).  | P | P 2007 FOCUSES ON POWER OF GOV'T LIMITED                | N  | B2b      | Y | 6 | 4 |
| 6. Explain the history and functions of Maine state government including the Constitution of Maine.   | P | P 2007 ASKS FOR DESCRIPTION OF STRUCTURES AND FUNCTIONS | P 2007 INCLUDES US GOV'T AND CONSTITUTION N  | B1c      | Y | 2 | 2 |
| SECONDARY GRADES  |   |   |  |          |   |   |   |
| 1. Compare and contrast the purpose and the structure of the United States government with other governments (parliamentary, dictatorship, monarchy) with respect to ideology, values, and histories. | P | P 2007 FOCUSES ON STRUCTURES AND PROCESSES              | N  | B1e, B3b | Y | 4 | 4 |
| 2. Assess the different jurisdictions and roles of local, state, and federal governments in relation to an important public policy issue.   | N |   |  |          |   | 6 |   |
| 3. Analyze the major arguments for and against representative government as distinguished from direct democracy.  | N |   |  |          |   | 4 |   |
| 4. Assess the tension between the public's need for government services and the varying availability of revenue through taxes at the local, state, and federal levels.                                | N |   |  |          |   | 6 |   |
| 5. Evaluate the role of the media and public opinion in United States politics, including ways the government and media influence public opinion.   | N |   |  |          |   | 6 |   |
| C. FUNDAMENTAL PRINCIPLES OF GOVERNMENT AND CONSTITUTIONS   |   |   |  |          |   |   |   |

|   |  |   |   |                     |   |   |   |
|---|--|---|---|---------------------|---|---|---|
| <b>Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States. Students will be able to:</b>  | Y  | Y | P 2007 INCLUDES COMMUNITY, STATE, AND WORLD                           | B1                  |   |   |   |
| ELEMENTARY GRADES Pre-K-2   |  |   |   |                     |   |   |   |
| 1. Understand that the United States has a constitution.  | Y  | Y | P 2007 ASKS TO IDENTIFY AND DESCRIBE                                  | B2b (3-5)           | N | 2 | 2 |
| ELEMENTARY GRADES 3-4   |  |   |   |                     |   |   |   |
| 1. Explain how the Constitution protects individual rights (e.g., Bill of Rights).  | Y  | Y | Y   | B2b                 | Y | 2 | 2 |
| MIDDLE GRADES 5-8   |  |   |   |                     |   |   |   |
| 1. Explain the meaning and importance of fundamental principles of American constitutional democracy (e.g., popular sovereignty, rule of law, three branches of government, representative institutions, shared powers, checks and balances, and separation of church and state). | Y  | Y | P 2007 ASKS TO ANALYZE EXAMPLES                                       | B1b                 | Y | 2 | 4 |
| 2. Examine civil rights, liberties, and responsibilities established in the United States Constitution and Bill of Rights.  | Y  | Y | P 2007 FOCUSES ON RIGHTS DESCRIBED IN CONSTITUTION AND BILL OF RIGHTS | B2b (3-5)           | N | 3 | 2 |
| 3. Take and defend positions on current issues involving the constitutional practice of individual rights (e.g., freedom of speech, separations of church and state).   | P 2007 ASKS FOR ANALYSIS OF SPECIFIC COURT CASES | Y | P 2007 INCLUDES DEFENDING POSITION IN APPLICATION STANDARD            | B2c, A1g (9-D)      | P | 6 | 6 |
| 4. Explain the importance, in a pluralistic society, of having certain shared political values and principles.  | N  |   |   |                     |   | 2 |   |
| SECONDARY GRADES  |  |   |   |                     |   |   |   |
| 1. Explain the historical foundations of constitutional government in the United States (e.g., Magna Carta, Roman Republic, colonial experience, Declaration of Independence, Articles of Confederation, Constitution of the United States).                                      | Y  | Y | Y   | E1c (6-8) (HISTORY) | N | 2 | 2 |

|   |   |   |   |           |   |   |   |
|---|---|---|---|-----------|---|---|---|
| 2. Evaluate the Federalist and anti-Federalist positions on the ratification of the Constitution in light of historical developments.   | N   |   |   |           |   | 6 |   |
| 3. Evaluate the effectiveness of the Constitution as a vehicle for change.  | P 2007 NOT LIMITED TO THE CONSTITUTION                            | Y | P 2007 ASKS FOR CHANGE BASED ON ALL DEMOCRATIC INSTITUTIONS | B1c       | Y | 6 | 2 |
| 4. Demonstrate an understanding of the meaning and importance of traditional democratic assumptions such as individual rights, the common good, self-government, justice, equality, and patriotism. | N   |   |   |           |   | 2 |   |
| 5. Demonstrate how the United States Constitution uses checks and balances in order to prevent the abuse of power (e.g., Marbury vs. Madison, Gulf of Tonkin Resolution, Watergate).                | P 2007 ASKS FOR EXPLANATION OF THE CONCEPT OF CHECKS AND BALANCES | Y | P 2007 INCLUDES THE CONCEPT OF FEDERALISM                   | B1d (6-8) | N | 2 | 2 |
| 6. Evaluate, take, and defend positions on current issues regarding judicial protection and individual rights.  | P 2007 NOT LIMITED TO JUDICIAL PROTECTION                         | Y | P 2007 INCLUDES DEFENDING POSITION IN APPLICATION STANDARD  | B2b, A1g  | Y | 6 | 6 |
| 7. Examine civil rights issues related to well-known Supreme Court decisions.   | Y   | Y | P 2007 INCLUDES PROTECTION OF RIGHTS                        | B2c (6-8) | N | 3 | 4 |
| <b>D. INTERNATIONAL RELATIONS</b>   |   |   |   |           |   |   |   |
| <b>Students will understand the political relationships among the United States and other nations. Students will be able to:</b>  | N 2007 NOT SPECIFIC TO POLITICAL RELATIONSHIP                     |   |   |           |   |   |   |
| ELEMENTARY GRADES Pre-K-2   |   |   |   |           |   |   |   |
| 1. Recognize that there are other nations with different traditions and practices.  | Y   | Y | P 2007 ASKS TO COMPARE TRADITIONS AND PRACTICES             | B3b       | Y | 1 | 2 |
| ELEMENTARY GRADES 3-4   |   |   |   |           |   |   |   |
| 1. Identify examples of how the United States interacts with other countries (e.g., trade, treaties).   | N   |   |   |           |   | 2 |   |

Crosswalk - Social Studies 1997-2007

|   |  |   |                                       |     |   |   |   |
|---|--|---|---------------------------------------|-----|---|---|---|
| 2. Compare a foreign culture to that of the United States. Include an analysis of how decisions are made. | P 2007 ASKS TO<br>DESCRIBE VARIOUS<br>CULTURES | Y | P 2007<br>FOCUSES ON<br>CIVIC BELIEFS | B3b | Y | 2 | 2 |
|   |  |   |                                       |     |   |   |   |

|  |  |   |  |            |   |   |   |
|--|--|---|--|------------|---|---|---|
| MIDDLE GRADES 5-8  |  |   |  |            |   |   |   |
|  | N  |   |  |            |   | 2 |   |
| 2. Assess the ways in which the United States government has attempted to resolve an international problem (e.g., Vietnam, Northern Ireland, World War II).  | N  |   |  |            |   | 6 |   |
| 3. Explain the reasons for alliances with some nations against others (e.g., with France during the American Revolution, with the Allied Powers in World War II, NATO).  | N  |   |  |            |   | 2 |   |
| SECONDARY GRADES   |  |   |  |            |   |   |   |
| 1. Analyze the processes used to develop foreign policy  | N  |   |  |            |   | 6 |   |
| 2. Trace the development of a current major world event and predict the possible outcomes (e.g., population, global warming).  | N  |   |  |            |   | 2 |   |
| 3. Demonstrate how domestic policy may impose constraints or obligations on United States actions in the world, using current examples.  | N  |   |  |            |   | 2 |   |
| 4. Evaluate the benefits and difficulties of international cooperation, using specific examples.   | N  |   |  |            |   | 6 |   |
| <b><u>HISTORY</u></b>  |  |   |  |            |   |   |   |
| <b>Students will learn to analyze the human experience through time, to recognize the relationships of events and people, and to identify patterns, themes, and turning points of change using the chronology of history and major eras. In interpreting current and historical events, students will evaluate the credibility and perspectives of multiple sources of information gathered from technology, documents, artifacts, maps, the arts, and literature.</b> |  |   |  |            |   |   |   |
| <b>A. CHRONOLOGY</b>   |  |   |  |            |   |   |   |
| <b>Students will use the chronology of history and major eras to demonstrate the relationships of events and people. Students will be able to:</b>   | P 2007<br>DEEMPHASIZES<br>CHRONOLOGY         | P 2007<br>EMPHASIZES<br>CONCEPTS AND<br>PROCESSES | N                                      | STANDARD E |   |   |   |
| ELEMENTARY GRADES Pre-K-2  |  |   |  |            |   |   |   |
| 1. Place individual and family experiences in historical time and place.   | P 2007 ASKS FOR A<br>DEEPER<br>INVESTIGATION | Y   | P 2007 ASKS<br>TO UTILIZE<br>ARTIFACTS | E1e        | Y | 1 | 5 |
| 2. Distinguish similarities and differences among historical events.   | N  |   |  |            |   | 2 |   |
| ELEMENTARY GRADES 3-4  |  |   |  |            |   |   |   |
| 1. Identify similarities and differences in the characteristics of individuals who have made significant contributions to society in different eras.   | N  |   |  |            |   | 1 |   |



|  |  |                                    |   |           |   |   |   |
|--|--|------------------------------------|---|-----------|---|---|---|
| 2. Place in chronological order, significant events, groups, and people in the history of Maine.   | N  |                                    |   |           |   | 1 |   |
| MIDDLE GRADES 5-8  |  |                                    |   |           |   |   |   |
| 1. Describe the effects of historical changes on daily life  | N  |                                    |   |           |   | 2 |   |
| 2. Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations. (See suggested list below in "Secondary Grades".)    | P 2007 ASKS FOR ERAS, THEMES, TURNING POINTS, ETC. | P 2007 DOES NOT ASK FOR SEQUENCING | N   | E1b (3-5) | N | 1 | 1 |
| 3. Trace simultaneous events in various parts of the world during a specific era.  | N  |                                    |   |           |   | 2 |   |
| SECONDARY GRADES   |  |                                    |   |           |   |   |   |
| 1. Identify and analyze major events and people that characterize each of the significant eras in the United States and world history. (See suggested eras below.)                     | P 2007 ASKS FOR ERAS, THEMES, TURNING POINTS, ETC. | Y                                  | P   | E1b (6-8) | N | 4 | 4 |
|  |  |                                    |   |           |   |   |   |
| <b>B. HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS</b>   |  |                                    |   |           |   |   |   |
| <b>Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to:</b> | Y  | Y                                  | Y   | E1 (6-8)  |   |   |   |
| ELEMENTARY GRADES Pre-K-2  |  |                                    |   |           |   |   |   |
| 1. Demonstrate an understanding of the similarities between families now and in the past, including daily life today and in other times.   | N  |                                    |   |           |   | 2 |   |
| 2. Demonstrate an understanding of cultural origins of customs and beliefs in several places around the world.   | Y  | Y                                  | P 2007 INCLUDES CELEBRATIONS, RELIGIONS, AND THE ARTS | E2a       | Y | 2 | 2 |
| ELEMENTARY GRADES 3-4  |  |                                    |   |           |   |   |   |
| 1. Make connections between and among events in their personal lives and those occurring in the community.   | N  |                                    |   |           |   | 4 |   |
| 2. Demonstrate an awareness of major events and people in United States and Maine history:   | P 2007 ASKS FOR ERAS, THEMES, TURNING POINTS, ETC. | Y                                  | P   | E1b       | Y | 2 | 1 |
|  |  |                                    |   |           |   |   |   |
| MIDDLE GRADES 5-8  |  |                                    |   |           |   |   |   |

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|  |   |   |   |     |   |   |   |
|--|---|---|---|-----|---|---|---|
| 1. Demonstrate an understanding of the causes and effects of major events in United States history and the connections to Maine history with an emphasis on events up to 1877, including but not limited to: | Y | Y | P 2007<br>INCORPORAT<br>ES THIS AND<br>Pis BELOW IN<br>ONE PI | E1b | Y | 2 | 4 |
|--|---|---|---|-----|---|---|---|

|  |   |   |  |           |   |   |   |
|--|---|---|--|-----------|---|---|---|
| Declaration of Independence The Constitution   |   |   |  |           |   |   |   |
| Westward Expansion Industrialization   |   |   |  |           |   |   |   |
| Civil War  |   |   |  |           |   |   |   |
| 1. Demonstrate an understanding of selected themes in Maine, United States, and world history (e.g., revolution, technological innovation, migration).   | Y | Y | P 2007<br>INCORPORATES THIS AND<br>Pis BELOW IN ONE PI | E1b       | Y | 2 | 4 |
| 2. Demonstrate an understanding of selected turning points in ancient and medieval world history and the continuing influence of major civilizations of the past.  | Y | Y | P 2007<br>INCORPORATES THIS AND<br>Pis BELOW IN ONE PI | E1b       | Y | 2 | 4 |
| 3. Demonstrate an understanding of selected twentieth century issues and events in United States and in Maine history including "modern" Maine history (1945 to present).  | Y | Y | P 2007<br>INCORPORATES THIS AND<br>Pis BELOW IN ONE PI | E1b       | Y | 2 | 4 |
|  |   |   |  |           |   |   |   |
| SECONDARY GRADES   |   |   |  |           |   |   |   |
| 1. Demonstrate an understanding of the causes and effects of major events in United States history and their connection to both Maine and world history with emphasis on events after 1877, including, but not limited to: | Y | Y | P 2007<br>INCORPORATES THIS AND<br>Pis BELOW IN ONE PI | E1b (6-8) | N | 2 | 4 |
| Industrialization The Great Depression   |   |   |  |           |   |   |   |
| The Cold War (and its ending) WWI and WWII   |   |   |  |           |   |   |   |
| The Vietnam Era Civil Rights Movement  |   |   |  |           |   |   |   |
| Watergate  |   |   |  |           |   |   |   |
| 1. Demonstrate an understanding of selected major events in ancient and modern world history and their connection to United States history.  | Y | Y | P 2007<br>INCORPORATES THIS AND<br>Pis BELOW IN ONE PI | E1b (6-8) | N | 2 | 4 |
| 2. Demonstrate an understanding of the lives of selected individuals who have had a major influence on history.  | Y | Y | P 2007<br>INCORPORATES THIS AND<br>Pis BELOW IN ONE PI | E1b (6-8) | N | 2 | 4 |
| 3. Demonstrate an understanding of enduring themes in history (e.g., conflict and cooperation, technology and innovation, freedom and justice).  | Y | Y | P 2007<br>INCORPORATES THIS AND<br>Pis BELOW IN ONE PI | E1b (6-8) | N | 2 | 4 |

|   |   |   |   |           |   |   |   |
|---|---|---|---|-----------|---|---|---|
| 4. Explain how different ways of knowing and believing have influenced human history and culture.   | P 2007 FOCUSES ON THE IDEA OF UNITY/DIVERSITY                             | Y | N | E2a (6-8) | N | 2 | 2 |
| 5. Describe how the basic ideas of various schools of philosophy have affected societies (e.g., rationalism, liberalism, idealism, conservationism).  | N   |   |   |           |   | 2 |   |
| 6. Explain the benefits and conflicts resulting from encounters among cultures.   | P 2007 FOCUSES ON THE IDEA OF UNITY/DIVERSITY                             | Y | N | E2a       | Y | 2 | 4 |
|   |   |   |   |           |   |   |   |
| <b>C. HISTORICAL INQUIRY, ANALYSIS, AND INTERPRETATION</b>  |   |   |   |           |   |   |   |
| <b>Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events. Students will be able to:</b> | P 2007 FOCUSES ON VARYING INTERPRETATIONS OF HISTORICAL EVENTS AND PEOPLE | P | N | E1d (9-D) |   |   |   |
| ELEMENTARY GRADES Pre-K-2   |   |   |   |           |   |   |   |
| 1. Use artifacts and documents to gather information about the past.  | Y   | Y | Y | E1e       | Y | 3 | 3 |
|   |   |   |   |           |   |   |   |
| ELEMENTARY GRADES 3-4   |   |   |   |           |   |   |   |
| 1. Identify changes currently occurring in their daily lives and compare these to changes in daily life during a specific historic era.   | N   |   |   |           |   | 2 |   |
|   |   |   |   |           |   |   |   |
| MIDDLE GRADES 5-8   |   |   |   |           |   |   |   |
| 1. Judge the accuracy of historical fiction by comparing the characters and events described with descriptions in multiple primary sources.   | P 2007 NOT LIMITED TO HISTORICAL FICTION                                  | Y | N | E1d       | Y | 6 | 4 |
| 2. Explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented by the author or the point of view of the author.   |   | Y | N | E1d       | Y | 2 | 4 |
| 3. Use information from a variety of primary and secondary sources to identify and support a point of view on a controversial historical topic.   | P 2007 NOT LIMITED TO HISTORICAL TOPIC                                    | Y | N | A1c, e, f | Y | 3 | 6 |
| 4. Identify ethnic and cultural perspectives missing from an historical account and describe these points of view.  | N   |   |   |           |   | 2 |   |
| 5. Formulate historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts.                              | P 2007 NOT LIMITED TO HISTORICAL QUESTIONS                                | Y | N | A1c       | Y | 4 | 5 |
|   |   |   |   |           |   |   |   |
| SECONDARY GRADES  |   |   |   |           |   |   |   |

|   |   |   |   |           |   |   |   |
|---|---|---|---|-----------|---|---|---|
| 1. Evaluate and use historical materials to formulate historical hypotheses regarding a specific issue (e.g., space travel), and to make predictions about the future of the issue.   | Y   | Y | N | E1a, b    | Y | 6 | 6 |
| 2. Examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations, and to support or reject historical hypotheses.   | P 2007 NOT LIMITED TO PRIMARY AND SECONDARY SOURCES | Y | N | A1c       | Y | 4 | 6 |
| 3. Compare competing historical narratives by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view in order to demonstrate how these factors contribute to different interpretations.  | P 2007 NOT LIMITED TO HISTORICAL NARRATIVES         | Y | N | A1c       | Y | 2 | 6 |
| 4. Compare and contrast the reliability of information received from multiple sources (e.g., newspapers, radio or TV, biography, historical narrative) to assess an historical issue.   | Y   | Y | N | A1f (6-8) | N | 2 | 6 |
| <b><u>GEOGRAPHY</u></b>   |   |   |   |           |   |   |   |
| <b>In order to understand and analyze the relationships among people and environments, students will learn how to construct and interpret maps and how to use globes and other geographic tools to locate and derive information about people, places, regions, and environments. In an integrated way, students will study people and the physical characteristics and processes of the earth's surface to understand causes and effects, ecosystems, human behavior, patterns of population, interdependence, resources, cooperation and conflict, and how these are shaped by economic, political, and cultural systems.</b> |   |   |   |           |   |   |   |
| <b>A. SKILLS AND TOOLS</b>  |   |   |   |           |   |   |   |
| <b>Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.</b>   | Y   | Y | N | D1b,c     |   |   |   |
| ELEMENTARY GRADES Pre-K-2   |   |   |   |           |   |   |   |
| 1. Use and construct maps and other visuals to describe geographic location, direction, size, and shape.  | P 2007 FOCUSES ON NEIGHBORHOOD AND COMMUNITY        | Y | N | D1b,c     | Y | 3 | 5 |
| ELEMENTARY GRADES 3-4   |   |   |   |           |   |   |   |
| 1. Construct and compare maps of Maine, the United States, and regions of the world to interpret geographical features and draw conclusions about physical patterns.  | P 2007 DOES NOT SPECIFY PARTICULAR REGION           | Y | N | D1b       | Y | 3 | 5 |
| 2. Locate major cities of the world and discuss why they emerged in that particular region.   | N   |   |   |           |   | 2 |   |
| MIDDLE GRADES 5-8   |   |   |   |           |   |   |   |

|  |   |   |   |               |   |   |   |
|--|---|---|---|---------------|---|---|---|
| 1. Visualize the globe and construct maps of the world and its sub-regions to identify patterns of human settlement, major physical features, and political divisions. | P 2007 FOCUSES ON RELATIONSHIP OF GEOGRAPHY WITH CULTURES | Y | N | D2b           | Y | 3 | 2 |
| 2. Develop maps, globes, charts, models, and databases to analyze geographical patterns on the earth.  | N   |   |   |               |   | 3 |   |
| 3. Understand United States social, political, and economic divisions and the more significant social and political divisions in world geography.                      | N   |   |   |               |   | 2 |   |
| SECONDARY GRADES   |   |   |   |               |   |   |   |
| 1. Use mapping to answer complex geographic and environmental problems.  | N   |   |   |               |   | 3 |   |
| 2. Appraise the ways in which maps reflect economic, social, and political policy decision making.   | N   |   |   |               |   | 4 |   |
| 3. Understand how cultural and technological features can link or divide regions.  | P 2007 FOCUSES ON CHANGES                                 | P | N | D1d           | Y | 2 | 6 |
| B. HUMAN INTERACTION WITH ENVIRONMENTS   |   |   |   |               |   |   |   |
| Students will understand and analyze the relationships among people and their physical environment. Students will be able to:  | Y   | Y | N | D1 (6-8, 9-D) |   |   |   |
| ELEMENTARY GRADES Pre-K-2  |   |   |   |               |   |   |   |
| 1. Describe the human and physical characteristics of the immediate environment.   | P 2007 THROUGH CREATION OF VISUAL REPRESENTATION          | P | N | D1b           | Y | 2 | 5 |
| ELEMENTARY GRADES 3-4  |   |   |   |               |   |   |   |
| 1. Demonstrate an understanding of why certain areas of the world are more densely populated than others.  | N   |   |   |               |   | 2 |   |
| 2. Explain ways in which communities reflect the backgrounds of their inhabitants.   | N   |   |   |               |   | 2 |   |
| 3. Use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activities.                                   | N   |   |   |               |   | 3 |   |
| MIDDLE GRADES 5-8  |   |   |   |               |   |   |   |
| 1. Analyze how technology shapes the physical and human characteristics of places and regions, including Maine.  | P 2007 INCLUDES THE IMPACT OF CHANGE                      | Y | N | D1d           | Y | 4 | 2 |
| 2. Explain patterns of migration throughout the world.   | N   |   |   |               |   |   | 2 |
| 3. Explain how cultures differ in their use of similar environments and resources.   | N   |   |   |               |   |   | 2 |
| 4. Demonstrate an understanding of how society changes as a consequence of concentrated settlement.  | N   |   |   |               |   |   | 2 |
| SECONDARY GRADES   |   |   |   |               |   |   |   |

|   |  |   |   |            |   |   |   |
|---|--|---|---|------------|---|---|---|
| 1. Explain factors which shape places and regions over time (e.g., physical and cultural factors).  | Y  | Y | P 2007<br>INCLUDES<br>ENVIRONMEN<br>TAL FACTORS | D1c        | Y | 2 | 4 |
| 2. Analyze the cultural characteristics that make specific regions of the world distinctive.  | P 2007 INCLUDES<br>GEOGRAPHIC<br>FEATURES                  | P | N   | D1c        | Y | 4 | 4 |
| 3. Analyze how technologies contribute to cultural sharing and separation, and identify examples of the spread of cultural traits.  | N  |   |   |            |   | 4 |   |
| 4. Explain how conflict and cooperation among peoples contribute to the division of the earth's surface into distinctive cultural and political regions.  | N  |   |   |            |   | 2 |   |
| <b><u>ECONOMICS</u></b>   |  |   |   |            |   |   |   |
| <b>Students will learn and apply basic economic concepts of production, distribution, and consumption to make decisions as effective participants in an international economy. Students will understand the development, principles, institutions, relationships to culture, and change over time of economic systems in the United States and elsewhere. Students will also understand how these concepts apply to individuals, households, businesses, governments, and societies which make decisions based on the availability of resources, as well as on costs and benefits of choices. These concepts also help to explain the patterns and results of trade, interdependence, and distribution of wealth in local, regional, national, and world economies.</b> |  |   |   |            |   |   |   |
| <b>A. PERSONAL AND CONSUMER ECONOMICS</b>   |  |   |   |            |   |   |   |
| <b>Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices.</b>   | Y  | Y | N   | C1a        |   |   |   |
| ELEMENTARY GRADES Pre-K-2   |  |   |   |            |   |   |   |
| 1. Identify goods and services, giving examples.  | P 2007 HOW MONEY IS<br>EARNED TO BUY<br>GOODS AND SERVICES | P | N   | C1b        | Y | 2 | 2 |
| ELEMENTARY GRADES 3-4   |  |   |   |            |   |   |   |
| 1. Describe barter and money and how each is used in the exchange of resources, goods, and services.  | P 2007 ELIMINATES<br>BARTER                                | Y | N   | C1b (PK-2) | N | 2 | 2 |

|   |  |   |   |            |   |   |   |
|---|--|---|---|------------|---|---|---|
| 2. Identify a situation in which a personal decision is made about the use of scarce resources (e.g., deciding to use allowance to go the movies instead of buying a gift for a family member). | Y  | Y | N | C1a (PK-2) | N | 2 | 2 |
|   |  |   |   |            |   |   |   |
| MIDDLE GRADES 5-8   |  |   |   |            |   |   |   |
| 1. Analyze how scarcity affects individuals' decisions about production and consumption of goods and services.  | Y  | Y | N | C1a (3-5)  | N | 4 | 2 |
| 2. Identify and analyze the factors that contribute to personal spending and savings decisions.   | Y  | Y | Y | C1c        | Y | 4 | 1 |
| 3. Use an example to show how incentives affect economic decisions (e.g., tax deferred savings plans, a fast food restaurant's discount promotion).   | N  |   |   |            |   | 3 |   |
|   |  |   |   |            |   |   |   |
| SECONDARY GRADES  |  |   |   |            |   |   |   |
| 1. Conduct a cost benefit analysis of a personal or business decision.  | N  |   |   |            |   | 5 |   |
| 2. Evaluate different forms of savings and investments for short and long term returns (e.g., stocks, bonds, money market funds).   | Y  | Y | N | C1c        | Y | 6 | 6 |
| 3. Demonstrate an understanding of credit history and the positive and negative impacts that credit can have on an individual's financial life.   | Y  | Y | N | C1c        | Y | 2 | 6 |
|   |  |   |   |            |   |   |   |
| <b>B. ECONOMIC SYSTEMS OF THE UNITED STATES</b>   |  |   |   |            |   |   |   |
| <b>Students will understand the economic system of the United States, including its principles, development, and institutions. Students will be able to:</b>                                    | P 2007 INCLUDES COMMUNITY, MAINE, AD THE WORLD | Y | N | C1         |   |   |   |
| ELEMENTARY GRADES Pre-K-2   |  |   |   |            |   |   |   |
| 1. Explain the terms consumer and producer.   | N  |   |   |            |   | 2 |   |
|   |  |   |   |            |   |   |   |
| ELEMENTARY GRADES 3-4   |  |   |   |            |   |   |   |
| 1. Identify the three basic economic questions all economic systems must answer: What to produce? how? and for whom?  | P 2007 FOCUSES ON STUDY OF SCARCITY            | Y | N | C1a        | Y | 1 | 2 |
| 2. Explain how the economy of Maine affects families and communities.   | P 2007 NOT LIMITED TO MAINE                    | Y | N | C2a (PK2)  | N | 2 | 2 |
|   |  |   |   |            |   |   |   |
| MIDDLE GRADES 5-8   |  |   |   |            |   |   |   |
| 1. Demonstrate knowledge of economic concepts of supply, demand, price, the role of money, and profit and loss.   | N  |   |   |            |   | 3 |   |
| 2. Analyze how prices act as signals to producers and customers to answer the three basic economic questions: What to produce? how and for whom?  | N  |   |   |            |   | 4 |   |



|   |  |   |   |           |   |   |   |
|---|--|---|---|-----------|---|---|---|
| 3. Identify how the fundamental characteristics of the United States economic system (e.g., private property, profits, competition, and price system) influence economic decision making.                           | N  |   |   |           |   | 2 |   |
| 4. Explain the impact that major events and technological advancements have had on the Maine economy and predict future economic trends and career opportunities.   | N  |   |   |           |   | 2 |   |
| 5. Describe the roles and contributions of the principal contributors to the economy (e.g., laborers, investors, entrepreneurs, managers).  | P 2007 WITHIN THE CONTEXT OF SATISFYING WANTS AND NEEDS    | P | N | C1b (3-5) | N | 2 | 2 |
| SECONDARY GRADES  |  |   |   |           |   |   |   |
| 1. Describe the factors (i.e., physical, capital, technology, monetary resources) that impact the development and the distribution of a product.  | P 2007 INCLUDES IMPACT ON PERSONAL FINANCE                 | P | N | C1a       | Y | 2 | 2 |
| 2. Identify and analyze the role of government in the United States economic system (e.g., taxing, spending, setting interest rates, regulatory policy).  | P 2007 INCLUDES FINANCIAL INSTITUTIONS, STOCK MARKET, ETC. | P | N | C1b       | Y | 4 | 4 |
| 3. Explain the positive and the negative impacts of advertising techniques on consumer behavior.  | N  |   |   |           |   | 2 |   |
| 4. Describe the full costs (including externalities) associated with the use of natural and human resources to produce economic goods and services (e.g., solar power versus nuclear power to provide electricity). | N  |   |   |           |   | 2 |   |
| C. COMPARATIVE SYSTEMS  |  |   |   |           |   |   |   |
| <b>Students will analyze how different economic systems function and change over time. Students will be able to:</b>  | N  |   |   |           |   | 4 |   |
| ELEMENTARY GRADES Pre-K-2   |  |   |   |           |   |   |   |
| ELEMENTARY GRADES 3-4   |  |   |   |           |   |   |   |
| 1. Explain how selected cultures or countries meet basic human needs.   | P 2007 INCLUDES ECONOMIC ASPECTS OF DIVERSE CULTURES       | P | N | C2b (6-8) | N | 2 | 2 |
| MIDDLE GRADES 5-8   |  |   |   |           |   |   |   |
| 1. Describe the characteristics of traditional, command, market, and mixed economic systems.  | N  |   |   |           |   | 2 |   |
| 2. Compare how different economies meet basic wants and needs over time.  | P 2007 INCLUDES ECONOMIC DEVELOPMENT                       | P | N | C2b (9-D) | N | 4 | 4 |

|   |  |   |   |           |   |   |   |
|---|--|---|---|-----------|---|---|---|
| SECONDARY GRADES  |  |   |   |           |   |   |   |
| 1. Explain the impact of cultural values on economic decisions, using at least two examples.  | N  |   |   |           |   | 2 |   |
| 2. Compare strengths and weaknesses of the market economy with other economic models, using broad societal goals such as freedom, equity, security, employment, stability, and economic growth.   | N  |   |   |           |   | 4 |   |
| D. INTERNATIONAL TRADE AND GLOBAL INTERDEPENDENCE   |  |   |   |           |   |   |   |
| Students will understand the patterns and results of international trade. Students will be able to:   | P 2007 INCLUDES ECONOMIC DEVELOPMENT                     | Y | N | C2a (6-8) |   |   |   |
| ELEMENTARY GRADES Pre-K-2   |  |   |   |           |   |   |   |
| 1. Explain where products come from and how we use them.  | N  |   |   |           |   | 2 |   |
| ELEMENTARY GRADES 3-4   |  |   |   |           |   |   |   |
| 1. Describe, with examples, how the exchange of goods and services helps to create economic interdependence between people in different places and countries.                                     | P 2007 INCLUDES SPECIALIZATION AND COMPARATIVE ADVANTAGE | P | N | C1f (9-D) | N | 2 | 3 |
| MIDDLE GRADES 5-8   |  |   |   |           |   |   |   |
| 1. Describe how changes in transportation and communication technologies have affected trade over time.   | N  |   |   |           |   | 2 |   |
| 2. Evaluate how world trade issues can affect a nation's economy and how trade can influence and transform societies.   | N  |   |   |           |   | 6 |   |
| 3. Explain why trade allows specialization and identify specific examples of how nations specialize (e.g., Japan's focus on consumer electronics).  | P 2007 ASKS TO APPLY THE CONCEPT                         | P | N | C1f (9-D) | N | 2 | 3 |
| SECONDARY GRADES  |  |   |   |           |   |   |   |
| 1. Demonstrate an understanding that a nation has a competitive advantage when it can produce a product at a lower cost than its trading partner.   | P 2007 ASKS TO APPLY THE CONCEPT                         | P | N | C1f       | Y | 3 | 3 |
| 2. Evaluate the effect on international trade of domestic policies which either encourage or discourage exchange of goods and services (e.g., quotas, tariffs, skilled labor, stable government). | N  |   |   |           |   | 6 |   |
| Standards, Pls, Descriptors NOT found in 1997 document  |  |   |   |           |   |   |   |
| STANDARD A: APPLICATIONS OF SOCIAL STUDIES PROCESSES, KNOWLEDGE, AND SKILLS:  |  |   |   |           |   |   |   |
| A1:PK-2 a,b,c,d,e;3-5:a,b,c,d,e,f,g 6-8: a,b,d,g,h,i,j,k,l; 9-D: a,b,d,e,f,h,i,j A2: PK-2 all, 3-5 all, 6-8 all, 9-D all  |  |   |   |           |   |   |   |
| A3 all  |  |   |   |           |   |   |   |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| B1:PK-2: a,b,c 3-5: a,b,c,e 6-8: a 9-D: a,b,d   |  |  |  |  |  |  |
| B2:PK-2: b 3-5: c 9-D a,c,d   |  |  |  |  |  |  |
| B3: PI as it pertains to Unity and Diversity PK-2: a 3-5: a 6-8: a,b 9-D: a C1:3-5: c 6-8: b 9-D: d,e,g |  |  |  |  |  |  |
| C2:PK-2: b 3-5: a,b 9-D: a,c  |  |  |  |  |  |  |
| D1: PI for PK-2 and 3-5 PK-2: a 3-5: a,d 6-8: a 9-D a,b D2: PI all PK-2: a 3-5: a, b 6-8: a 9-D: a, b   |  |  |  |  |  |  |
| E1: PK-2: a, b, c, d 3-5: a, c 6-8: a 9-D: c  |  |  |  |  |  |  |
| E2: PK-2: b 3-5: a,b 6-8: b, c 9-D: b   |  |  |  |  |  |  |
|   |  |  |  |  |  |  |
| <b>% increase or decrease # of Standards</b>  |  |  |  |  |  |  |
| <b>13 to 5, 61% decrease</b>  |  |  |  |  |  |  |
|   |  |  |  |  |  |  |
| <b>% increase or decrease # of Performance Indicators</b>   |  |  |  |  |  |  |
| <b>138 to 48, 65% decrease</b>  |  |  |  |  |  |  |